

The aim of the diploma thesis is the theoretic description of forms of motivation, rewards and punishments applied on elementary school pupils. The research was aimed at the individual forms of motivation, rewards and punishments that respondents apply in their teaching and what the effects are. Theory and practice are compared with the intention to highlight attitudes and features that are applied by teachers in the fields of motivation, rewards and punishments. Consequently, the agreement of forms of motivation and rewards for pupils described in the literature and their application of practical teaching at the elementary school was confirmed. However, the point the academic literature and applied practice differs were the forms and methods of pupil's punishments. Opinions about applied forms of punishment have been diverged by individual interviewed teachers although researched file shows considerable agreement in the previous two topics. The purpose of the thesis is to acquire an outline and detailed information about the given issue and their subsequent comparison with the practice knowledge. The thesis also enriches the theoretical resources with the real experience and whatsoever, there is a general monitoring of the approach of elementary school teachers to this issue.

The practical part proceeds in theoretical topics and resources. The required information collected in practical part has been gained through structured dialogues. The task is to find out how the interviewed group understands, interprets and applies the individual forms of motivation, rewards and punishments when doing their profession. The criterion for the qualitative research approach has been a thematic analysis that offers the flexible approach to evaluated evidence. The purpose is to find out

whether both theory and practice agree, possibly show where they differ. In comparison with the expected bare, narrow-minded answers from burnout teachers, the research shows a significant creativity in the approach of individual educators to their teaching. It was detected that a lot of interviewed teachers take an interest in the aspects, means, methods and forms of education for the elementary school pupils. The educators do this within their own initiative and very often in their free time. The obligation of the educators is to take part in further systematic education within the scope of the Framework Educational Plan. The results here, however, show the initiative of the educators is in addition to this establishment.

John Eric Adair, an author of the motivation theory who has been working as a teacher in many schools, has been highly inspiring thanks to his experiences with motivation and creativity, has been, however, evaluated as non-transferable. For that reason, the theoretical background of this work is based on the work of Isabella Pavelková, a Czech author about motivation in teaching and an important theorist in the field. On the contrary to that, a graduate of the Pedagogical Faculty of Charles University in Prague, Milan Nekonečný, writes in detail but on general and psychological

level. His description of supporting operations in applying motivation is an interesting material for the outline about motivation.

The target of the thesis is fulfilled through an analysis of different forms of motivation, rewards and punishments completed by the real forms used by interviewed educators.. Detailed information and reasons for application of

different forms of those activating methods in education are provided. The opinion of the interviewed teachers about the effectiveness of individual methods of motivation, rewards and punishments is an additional criterion. The interviews show the reasons for their conviction. Basically, it has been found out that the theory and the practice coincide and frequently the practical application of motivation, rewards and punishments exceeds the theory. It could be concluded that it is based on many years of experience that educators gained while using these methods. The comparison of the theory and the practice brings interesting findings that the theory might be extended onto the practice basis. From another point of view, it would be useful if many interviewees would acquire some theoretic knowledge.

Many respondents have showed a huge absence of professional terminology. The thesis confirms the close relationship between motivation and rewarding of pupils. Based on the dialogues, the repressive function of punishments is clear. The aspect of time demands and deep structure of individual interviewers, however sufficient it is, negatively participates on the number of respondents. The partial aims could be more objectively fulfilled by using more respondents. However, the statistical importance is not the priority in a qualitatively themed research.

The thesis is useful source of information for beginning teachers or to clarify and compare the knowledge for teachers with long time practice. Many interesting facts has been appeared concerning pupil's punishments. The applied forms of motivation and rewards in cooperation with practice knowledge are relevant and ethically valuable thanks to the experiences. During the interview, some interesting details emerged. The important piece of knowledge is the dissatisfaction of respondents with the

assessment based on marks and their effort to greater objectification in the assessment. The effort to more individual access results in often mentioned desire for the verbal assessment or formative evaluation. The verbal assessment generally might be considered as a rising modern trend in elementary schools. The other surprising finding is the fact that none of the interviewed respondents took part in seminars focused on motivation, rewards and punishments while teaching. Almost all of them would be interested in such extension of knowledge in this area. Within the framework of requirement for further education of pedagogic workers it would be useful to aim at seminars related to motivation, rewards and punishments. As well as a stimulus for further reflection in the future, the need to the new, effective forms and means of punishment has emerged.

During the next years of studies about the given issue, it would be useful to try to find out, to unify and to expand the possibilities of teachers about applied forms of punishment in their teaching. It would provide the enlightenment to elementary school teachers so that they know what are their possibilities with the focus on prevention. The prevention itself is very important, and it can considerably eliminate the need of punishment.

There are many areas that exceed the given framework, but it would be appropriate addition to the topics. For example, motivation, rewards and punishments in upbringing that is closely connected with the education can be mentioned. Furthermore, the interest of educators for further seminars within the scope of motivation, rewards and punishments is a challenging topic. The study and training of educators in this area might bring other important continuity to create wider view onto the given issue. The

exploration of perception of the given issue might be crucial in the elementary schools.

Is it possible to prevent punishment? If it is, then how? How important are the characteristic features of different teachers in applying rewards and punishments? What task is the causal attribution in motivation, rewards and punishments? Is it possible to reach optimal results when the cooperation with the family fails? How the individual forms of motivation, rewards and punishments are perceived by pupils themselves? Is the modern approach and the lack of some forms of punishments, reward and motivation helpful or it would be useful to return to the practice of previous years? These are stimuli to other reflections and there is no doubt that more can be found,. It is essential to devote to this area systematically and to crystallize individual forms, methods and approaches to be optimal. Many stimuli have been answered but many answers still remain unanswered.

Hopefully, the conclusions of the survey are inspiration or possible topic for reflection about the given issue. There is much information concerning motivation, rewards and punishments applied by elementary school teachers and I believe that reserves and needs of change have been pointed out. The system of motivation, rewards and punishments that would be effective will never be completely integrated. There will always be variability, concerning the most important one such as the time context and the current needs dominating in the contemporary modern sphere.

